

Valley Park Music Curriculum

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	Class Composer	Topic Area Link	Listening and appraising	Vocal	Practical	Theory
2FEL			Hear a range of different environmental sounds.	Remembering short songs	Create sounds using a range of everyday objects.	
Nur			Hear and develop an understanding of a range of different environmental sounds.	Remembering short songs and rhythms.	Create sounds using a range of everyday objects and instruments	
Rec			Hear and name a range of different environmental sounds	Can sing a short song independently and without instruction confidently.	Start and stop an instrument together, on direction.	Can copy a familiar picture to create a sound (e.g hum, buzz)
1	Wolfgang Amadeus Mozart	Folk music (Scotland)	Recognise and name at least 3 musical instruments in a given song. Begin to develop an appreciation for modern and classical music.	Pitch: Recognise sounds and repeat these back Duration: recognise and respond to short and long sounds. Tempo: To know fast and slow sounds	Be able to copy short simple rhythmic patterns Create and clap own rhythms and create patterns with sound (high/low or loud/quiet)	Create own symbols to represent sounds.
2	Ludwig van Beethoven	Shanghai – Chinese New Year	Recognise and name a range of musical instruments in a given song. Begin to develop an understanding of layers of instrumentation within songs. Continue to develop an appreciation for modern and classical music.	Pitch: Recognise sounds and identify high, middle and low sounds Duration: Know and respond to a pulse or pattern Tempo: Be able to recognise fast or slow sounds within songs.	Be able to copy a simple rhythmic pattern To create short rhythmic patterns. Whole class performing rhythms simultaneously.	Create own symbols to represent sounds, and create simple graphic score for others to follow. Structure: Create a rhythm with repetition (ostinato). Timbre: Identify a range of instruments by name and how they are played.
3	Frederic Chopin	Rivers and Lakes (The Nile)	As above inc. recognising orchestras as a whole. Further develop an understanding of layers of instrumentation within songs. Continue to develop an appreciation for modern and classical music with opinions and examples	Pitch: Recognise and respond to higher, middle and lower notes and general shapes of a melody. Duration: Know the difference between a pulse and a pattern Tempo: Know how music gets faster or	Perform a simple rhythmic pattern using percussion instruments Whole class performing in small groups of simple rhythms	Represent sounds on a graphic score with symbols for a group performance. Structure: recognize in other pieces and begin to know how to create a

				slower in finer graduations.		simple contrast structure within a piece of music (chorus and verse) Timbre: Identify a range of instruments by name and how they are played.
4	Antonio Vivaldi	The Amazon and rainforest	As above inc. recognising elements of orchestras (brass, percussion, string etc.) Expresses opinions on modern and classical music beginning to use correct vocabulary.	Pitch: Recognise consecutive notes and repeated phrases. Duration: Know that rhythmic patterns fit to a beat Tempo: Know how music gets faster or slower in finer graduations.	Read and play 3 notes on an instrument with care and accuracy. Whole class playing in small groups using more challenging rhythms	Begin to know basic notation: quaver, crotchet and minim Structure: recognise in other pieces and develop a composition of a simple piece of music using chorus and verse, and repeated signs. Timbre: Know some families of instruments (skin, metal, wood)
5	Pyotr Ilyich Tchaikovski	Earthquakes and Volcanoes (Northern America)	As above inc. recognising specific instruments from areas of an orchestra. Can compare and contrast modern and classical music and express opinions and critiques.	Pitch: Develop singing in scales (1 octave) Duration: Understand 4 metre rhythm patterns. Tempo: Know how to use a wider range of tempi for dramatic effect	Read and play 2 bars of music on an instrument, incorporating pitch, dynamics and tempo. Begin to create small group percussion rhythms and perform these with some confidence.	Create own music on a score using the correct notation, (using a single key) 4 bars. Structure: Recognise elements of music within written notation (dynamics, timbre, etc.) and add these to own work (4 bars) Timbre: Know families of instruments (skin, metal, wood)
Rowan	Ludovico Einaudi	Extreme weather	As above inc. recognising specific instruments from areas of an orchestra. Can compare and contrast modern and classical music and express opinions and critiques.	Pitch: Develop singing in scales (1 octave) Duration: Understand 4 metre rhythm patterns. Tempo: Know how to use a wider range of tempi for dramatic effect	Read and play 2 bars of music on an instrument, incorporating pitch, dynamics and tempo. Begin to create small group percussion rhythms and perform these with some confidence.	Create own music on a score using the correct notation, (using a single key) 4 bars. Structure: Recognise elements of music within written notation (dynamics, timbre, etc.) and add these to own work (4 bars) Timbre: Know families of instruments (skin, metal, wood)
6	Sergi Rachmaninoff	Mountains (The Alps)	As above inc. recognizing elements of modern bands and electronic music. Is able to give critiques and opinions on modern and classical music and to compare and contrast different musical periods with one another.	Pitch: developing singing in scales. Use of simple harmonies Duration: Understand 4 metre and $\frac{3}{4}$ metre rhythm patterns. Tempo: Know how to use a wider range of tempi for dramatic effect	Read and play 4 bars of music on an instrument, incorporating pitch, dynamics, syncopated rhythms and tempo. Create small group percussion rhythms and perform these with confidence.	Recognise and be able to play notes on a stave, with note values of quaver, crotchet, minim, quaver, semiquaver and semibreve. Structure: Recognise elements of

						<p>music within written notation (dynamics, timbre, etc.) and add these to own work (4 bars) including staff, stave and systems.</p> <p>Timbre: Know families of instruments (skin, metal, wood) and be able to place instruments in these groups with confidence.</p>
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